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The President of Brown University appointed a Special Committee on Educational Principles in December 1968 to examine the educational philosophy underlying the undergraduate curriculum, propose a statement of curricular philosophy in time for faculty action before June 1969, and recommend specific techniques for implementation. The Committee considered recommendations of a faculty subcommittee on the curriculum and the 450-page student-authored Magaziner-Maxwell Report. Faculty and students met frequently with each other and with the Committee to discuss proposed changes. In the "Interim Report," brief statements on the purposes of the University and the principles of undergraduate education precede discussion of specific components of the new curriculum. Personal development is heavily emphasized. Under the new curriculum, the major portion of the freshman year will be devoted to Modes of Thought courses. Programs of concentration will center on broad themes; University courses will be interdisciplinary or problem-centered; opportunities for independent study will be unlimited; all courses will be graded on a "Pass" or A, B, C basis; and requirements for the BA degree will be altered. (JS)

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INTERIM REPORT AND RECOMMENDATIONS

by the

SPECIAL COMMITTEE ON EDUCATIONAL PRINCIPLES

BROWN UNIVERSITY

April 10, 1969

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The Special Committee on Educational Principles submits this Interim Report to the Faculty of Brown University for consideration.

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INTERIM REPORT

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1. THE WORK OF THE COMMITTEE

1.1 The Charge and the Meetings of the Special Committee

The President of Brown University appointed the Special Committee on Educational Principles on December 3rd, 1968. The Committee's charge is to examine the educational philosophy underlying the undergraduate curriculum at Brown University and to make recommendations concerning this philosophy through the Committee on the Curriculum to the faculty as a whole and to the Board of Fellows. The President requested the Committee to introduce a proposed statement of curricular philosophy as well as specific techniques for its implementation in time for faculty action before the end of the academic year. A copy of the letter from the President to the Chairman of the Committee is appended to this report.

The Committee held an organizational meeting on December 17, 1968 at which it decided to ask Mr. Noble, Registrar of the University, to act as its Secretary. The Committee also decided to open its meetings to observers from the University community, reserving the right to hold executive sessions whenever it should so desire.

The second meeting of the Committee was scheduled for January 9th. Since then, the Committee has held 15 weekly meetings, all open to the University community. The number of observers ranged from a low of 4, during examination and vacation period, to a high of approximately 30. During the week of March 31st, the

Committee was in continuous session, to prepare the Interim Report. The Interim Report was approved by the Committee at its regular meeting on April 10th.

It should be pointed out that the fact that the meetings were open to observers in no way interfered with the business of the Committee. On several instances valuable comments from observers were received through letters and other written statements.

In order to formulate written statements and to work out the details on some issues, the Committee found it useful to appoint a number of subcommittees. Some of these subcommittees were enlarged by adding to them faculty members and students not on the Committee. Many of the subcommittees often held several meetings per week. A list of subcommittees and their membership is appended to this report, and the Committee wishes to acknowledge the valuable contributions made by the individuals who served on them.

1.2 Consultations with the Faculty

The Committee realized from the start that the goal of having faculty action on some of its recommendations before the end of this academic year would be a difficult one to achieve. In order to enhance the possibility of positive action by the faculty, it was essential to maintain very close communication between the Committee and faculty members.

At its first meeting, the Committee instructed its Chairman to send letters to all faculty members asking them to make their views on curricular matters known. Copies of these letters are in the Appendix of this report. The 37 statements received in reply were distributed to the Committee and studied carefully. It should be noted that all replies contained some suggestions for change and improvement. The opinions and suggestions contained in these replies were of great help to the work of the Committee.

In response to a request made by one department, the Chairman of the Committee sent a letter on February 3rd to all Department Chairmen inviting them to request the distribution of the Committee's minutes to departmental committees concerned with curricular matters. Twenty-three departments are now on the mailing list for minutes.

In its 6th meeting the Committee decided that it had made sufficient progress in the formulation of its thoughts to start discussions with academic departments. On February 10th in a letter to all Department Chairmen, the Committee offered to have 2 or 3 of its members attend departmental meetings for discussions. To date, 18 meetings have been held. It is estimated that in this manner at least half of Brown University's faculty was in touch with the Committee and was able to express it views.

Finally, on March 10th, drafts of the statements on the purposes of the University and on the purpose of Undergraduate Education were distributed to faculty and students for discussion and comments.

1.3 Contact with the Students

Open Committee meetings made it possible for students to listen to the discussion behind the Committee's recommendations. Besides coverage by the Brown Daily Herald, the substance of each meeting was summarized in "Progress: Education Reform," a newsletter distributed by interested students. Dorm sherry hours and discussion groups were held where the Committee's recommendations and their implications were examined. Many students talked with members of the faculty, on both a formal and informal basis, about the proposed curricular changes.

Some students have written directly to the Committee criticizing and making suggestions for the Committee's work.

Many informal talks with members of the student body gave the Committee an awareness of their varying opinions. The Committee was always aware that to be successful any proposed curriculum needs the whole-hearted support of the students as well as the faculty and, thus, welcomed their interest and comments.

1.4 Questions Discussed

Early in the deliberations it was found desirable to create the proper framework for the formulation of educational principles by drafting a short statement of the purposes of the University. This statement can be found in Section 2.1 of this report.

Next the Committee proceeded towards the development of a statement of the principles of undergraduate education (Section 2.2). These principles were used as guidelines against which specific requirements and rules were tested.

The Committee was then able to proceed with relative ease with discussions of the Freshman Year Program (Modes of Thought Courses) (Section 2.3), the Concentration (Section 2.4), University Courses (Section 2.5), and a System of Student Evaluation (grading) and Academic Standing (Section 2.7).

1.5 Questions for Further Deliberations

While the Committee feels that it has made sufficient progress on the main components of a new curriculum to make definite recommendations to the faculty for implementation in the next academic year, there remain a number of questions on which it wishes to deliberate further.

The Committee hopes to devote its attention in the near future to such matters as counseling, advanced standing, language requirements, physical education, study abroad, international studies, new areas of instruction, and the academic calendar, particularly with respect to the final examination week.

1.6 Recommendations and Implementation

At this time the Committee wishes to make a number of recommendations for action. These recommendations are contained

in Sections 4 and 5 of this report and concern themselves with the following topics:

a) Concentration Requirements

b) Student Evaluation and Academic Standing

c) Elimination of Distribution Requirement

d) Establishment of Modes of Thought Courses

e) University Courses

The recommendations for items a) and b) can be implemented immediately if the faculty so desires. The recommendations regarding items c), d) and e) will require a transitional period and are formulated in a manner which will allow the phasing into the system in fall, 1969.

The Committee fully realizes that the success of any curricular change depends entirely on the enthusiasm with which it is received by both faculty and students. It proposes extensive changes because it is convinced that the attitude of students and faculty at Brown University will make possible an extended period of deliberate and exciting educational experimentation.

In the Committee's judgment, Brown University now has a unique opportunity to assert leadership in the world of higher education.

2. THE CURRICULUM

2.1 The Purposes of the University

The University is a community of individuals associated for three basic purposes: the education of its members, the creation of knowledge, and service to society. These purposes represent the complementary rather than conflicting concerns of the members of the University.

The institutional responsibility of the University in regard to education is to provide the environment and structures that will be most conducive to intellectual, emotional and aesthetic enlargement of the lives of its members, which in the widest sense is what we take education to mean. The individual members of the University are united principally by a common concern for, and involvement in, the educational process. It is through the process of education that the University becomes, to the extent that this is possible, a community in its own right. Insofar as education is concerned with knowledge, we construe knowledge to mean not primarily an inert collection of facts that can be transmitted from one person to another, or from one generation to the next; nor merely a command of some part of what is conventionally called "the body of knowledge". "Knowledge," as we use the term, signifies an understanding of the underlying concepts, the inter-relationships and the implications of what is known, and should thus serve as a means to the end of vital and continuous individual development.

With these definitions in mind, we may return to the purposes of the University as set forth above.

It is the purpose of the University to provide opportunities for its members to pursue their education in the best way possible according to individual interests and capabilities, and to recreate knowledge in themselves so that what is known, in the broadest sense, is neither lost through time nor condemned to lifeless perpetuation.

It is the purpose of the University to encourage the creation of knowledge, through research and teaching, in order to add to the understanding man has of himself and his world.

It is the purpose of the University, finally, to serve the society in which it exists by making its institutional and individual resources available to enhance the quality of social experience, by encouraging participation in the educational process, and by promoting a continuing exchange of knowledge.

Through the types of educational experiences it stimulates, the research it supports, and the social problems it confronts, the University implicitly defines a set of values. These values should always be in keeping with the humane concerns of the University.

2.2 The Principles of Undergraduate Education

The primary purpose of undergraduate education is the intellectual and personal development (self-realization) of the student. Central to the processes of undergraduate education are the special relationships the student establishes with the materials he studies, with his fellow students, and, more importantly, with his professors. It is the aim of the educational processes and structures to maximize the effectiveness of these relationships in order to foster the student's intellectual growth and self-realization.

The intellectual development of the student is a process which involves increasing his ability to learn and stimulating his motivation to learn. The development of intellectual abilities depends upon the diminishing of constraints to learning[1]; the understanding of value assumptions underlying approaches to knowledge[2]; the understanding of the central methods of approaches to knowledge; the development of the ability to think conceptually and to utilize basic concepts; and the cultivation and expression of creativity[3]. The

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1 These constraints are the internal inhibitions and restrictions developed in the individual through a long exposure to a narrow range of experiences and limited intellectual stimulation.

2 These assumptions define such things as the perspective, aims, and limitations of a discipline or intellectual endeavor. They are the basis upon which the knowledge within a discipline is explored, applied, and related to human experience.

3 This includes creativity in all its modes - the free expression of ideas or feelings in whatever form, the cultivation of an artistic sense which is essential to intellectual breadth, and the application of the imagination in all intellectual endeavors.

encouragement of intellectual motivation requires relating learning to human concerns, developing a creative and imaginative intellectual curiosity, and fostering a personal desire to learn as a part of individual growth.

Self-realization, or personal growth, is not a straightforward process. It involves a large number of conflicts within an individual which result from his confronting a wide variety of experiences in an attempt to understand himself. Out of this comes a formulation of individual goals, styles, and values, a realization of one's essential humanity and an awareness of one's abilities, limitations, and potentialities. While this process is continuous, it is essential that it should flourish at the particular time which is clearly the most crucial transition in a person's life - from youth to adulthood.

Accordingly, the education of the individual must involve the two processes of intellectual and personal growth; for the promotion of one to the neglect of the other is to diminish the University's responsibility and potential contribution to the individual and to society at large. The goal of undergraduate education must be the establishment of an environment in which these processes are inseparable, in which the advancement of one fosters the growth of the other.

The University plays a part in the development of the student by encouraging and enhancing important relationships, particularly between the student and his teachers. The effectiveness of these

relationships must be the paramount concern of all the educational functions and structures of the University. Rules, regulations, structures, and degree requirements must inhibit these relationships as little as possible. Only the limitations of the University in personnel and facilities should be allowed to restrict the realization of these relationships and processes of growth.

The University is an institution made up of individuals, each with his individual role in the educational process. The student is an integral part of the University and should not be viewed as transient or incidental. The student, because he is ultimately responsible for his own development, should be considered an active and mature participant in his own education and in the life of the University. The student should be viewed as an active seeker of knowledge, both of himself and of the world around him. Similarly, the professor is an active seeker of knowledge; an individual whose breadth and depth of experience prepares him to enrich and help guide the growth of the student. The student-teacher relationship should be one of creative exchange of experience, of full cooperation in the pursuit of knowledge, of mutual respect for different perspectives and values, the communication of which is a basic part of education.

2.3 The Freshman Year and Modes of Thought Courses

The freshman year is a crucial period in the life of a student, a transition from one educational environment to another. The value of higher education in the fullest sense rests inevitably on the new opportunities for self-realization and intellectual growth provided during this critical year and those that follow. Perhaps at no other point in the education of youth is there graver responsibility for establishing a climate in which the personal and intellectual development of the student are inseparable and in which the ultimate responsibility for decision-making and action resides in the individual student. These essential processes can only take place effectively in a university where there is free and continuous communication of ideas and values between all of its members.

Accordingly, a major purpose of the freshman year is to open up pathways of communication between students and faculty which will serve as the basis for meaningful and creative exchanges throughout the entire undergraduate experience. In recognition of the fact that a large proportion of the student's time is spent away from classes, the design of many courses taken by freshmen should be one that encourages a maximum of purposeful dialogue not only between students and faculty but also among students themselves. Therefore, irrespective of other aspects of structure, essentially all courses normally taken by freshmen should be organized so that

a professor and a limited number of students are brought together for direct, uninhibited discussions on a continuing basis. In active exchange between faculty and students, the students will become aware of their own values, the values held by their professors and the rationale behind them. Free-swinging faculty-student discussion will provide intellectual conflicts, the resolution or partial-resolution of which is a valuable step in the self-realization of the students, and will help to generate new insights for students and faculty alike. The quality of the entire University community can only be enriched by such exchange. The close association of students and faculty in small discussion groups will form an excellent opportunity for effective counseling on an informal and formal basis.

A second major purpose of the freshman year is to introduce the student to the various methods and concepts that will be useful to him in approaching knowledge and in relating it to personal experience. Since traditional boundaries between disciplines are breaking down and increasing attention is being given to interdisciplinary research, the courses designed specifically for the freshman year should reflect this major trend, thus preparing the student to work easily within a broad range of disciplines.

A third major purpose of the freshman year is to provide a stimulating but relaxed atmosphere in which the student has ample opportunity to explore general areas of knowledge that might interest him.

Consequently, during their freshman year, students will be expected to devote a substantial percentage of their time to Modes of Thought courses representative of several "fields of inquiry" courses that are specifically designed to achieve the above goals. To fulfill its intended purpose, the Modes of Thought course should be fully consistent with the following guidelines:

2.3.1 The Modes of Thought course should place major emphasis on the methods, concepts and value systems required in approaching an understanding of a specific problem, topic or issue in a particular field of inquiry. The how and why of studying a given field should pervade the entire structure of the course. Facts must be considered as a point of departure in a course where the purpose is to create the spirit of a field and to spark the student's interest and capacity to deal with it meaningfully.

2.3.2 The particular subject in a given course, as limited or as broad as it may be, must always serve primarily as a vehicle for exploring modes of thought in the field of inquiry to which it belongs. By "field of inquiry" is meant a general category of scholarly activity such as Humanities, Social Studies, Natural Sciences or Formal Thought, that transcends departmental disciplines.

2.3.3 Modes of Thought courses include: a) the course which explores the modes of thought in a particular field of inquiry (Humanities, Social Studies, Natural Sciences, Formal Thought); b) the Inter-field course, (e.g., Darwinism; World War II; Population Growth), designed to examine the relationship between modes of thought in two or more fields of inquiry. The Inter-field course would be offered under one or more fields of inquiry as designated by the professor(s).

2.3.4 Recognizing the fact that an atmosphere of excitement and interest is a most important factor in the learning process, the Modes of Thought course should be viewed as highly personal. It should have its justification for existence in the individuals serving as faculty and students. Accordingly, course subject matter and course structures should not be propagated from one year to the next; rather a course should be offered only as long as a professor is willing to teach it and a sufficient number of students choose to enroll in it.

2.3.5 To ensure further this atmosphere of excitement and interest, the Modes of Thought course should be the focal point for lively experimentation; and innovative proposals for courses should be encouraged and supported enthusiastically.

2.3.6 The Modes of Thought course should not be a prerequisite for any advanced course. The danger exists that inappropriate pressures may be placed on the course to shape its directions in order to serve the purposes of advanced students. Accordingly, traditional "Survey" and "Service" courses are not appropriate for designation as Modes of Thought courses.

2.3.7 In the Modes of Thought course special emphasis should be placed on the "problem approach" in which a single problem might be viewed from several different perspectives by professors and students of differing academic backgrounds. Participating faculty should not divide the course into consecutive blocks of time whereby they phase in and out of teaching duties. Rather, the students in such courses should have direct contact with at least one faculty member throughout the course.

The committee on Modes of Thought courses (to be described below) should encourage and support courses that are proposed by two or more professors working as a team. At the same time, it is recognized that many of the Modes of Thought courses will be taught by one professor working alone with the students.

2.3.8 Although lectures may form a necessary and desirable approach in the teaching of some Modes of Thought courses, in all cases there must be ample opportunity for discussions pursued in small groups of twenty or less. The more detailed mechanics of any particular course, however, will always be determined by the course itself and the individuals involved.

2.3.9 Along with the opportunity for discussions pursued in small groups, self-expression through written work should also be encouraged in a manner consistent with the aims of the specific course. Above all, the student should have direct access to detailed and constructive criticism of his writing efforts.

2.3.10 To create a relaxed atmosphere in which the student is able to explore fields of inquiry that might interest him, the Modes of Thought courses should always be graded on a Pass basis, with qualitative statements made for individual performance. The qualitative statements prepared by the professor in consultation with the students will be used for counseling purposes.

2.3.11 The committee on Modes of Thought courses should encourage professors to use qualified undergraduates as teaching assistants to provide ancillary services beyond those possible by the professor. Active participation of undergraduate teaching assistants as tutors will not only enrich the experience of the advanced student but will also provide incentives for the entering freshman.

To serve the creation and evaluation of the Modes of Thought courses, the following structures should be established: a) a Committee for Modes of Thought courses, composed of three members from the Committee on the Curriculum and one member each from four "Field" subcommittees. This committee will be responsible for the approval of Modes of Thought courses proposed by individual faculty members; b) "Field" subcommittees, four in number, representing Humanities, Social Studies, Natural Sciences, and Formal Thought. In no way should the structure of these committees limit the opportunities for courses taught by professors from more than one area.

2.4 The Concentration

2.4.1 Statement: Concentration is the focal point for a student's undergraduate educational experience. It is an in-depth study centering on the unity provided by a discipline or disciplines, a problem or a theme,

or a broad question. Study in-depth aids intellectual development by encouraging conceptual and methodological learning on a sophisticated level. Study in-depth also allows the student to gain a command of an area of knowledge sufficient to enable him to engage in meaningful creative efforts in that area. The unity of the subject area encourages the ability to utilize concepts and methods in a coherent manner.

In concentration a student will be undertaking an extensive inquiry into an area which is significant to him. He will be forced to integrate large amounts of material with his personal experience. The very nature of a long and painstaking inquiry will aid the student in assessing his capabilities and limitations.

Concentration should be undertaken in ways which will maximize the student's contact with individual professors who will guide him and work with him, and with his fellow students who are working in related areas.

Concentration may coincide in some ways with specific prerequisite training for a student's professional goals, but pre-professional training is not a central aspect of the concentration process. Liberal, as opposed to specifically pre-professional, concen-

tration is designed to carry out the processes of intellectual and personal development which are at the center of the undergraduate educational experience. In doing this it serves to develop true professionals.

A true professional is not merely a person who has mastered the skills of his profession. He is an individual with certain attitudes and with a certain style. He possesses humane qualities, diverse interests, an ability to utilize his professional skills in a wide variety of ways, a desire to learn not just about his own profession but about other areas of human endeavor and about the relationship of his work to these areas. In general, a liveliness pervades his relations with others and his work.

In the extreme, a narrow professional is one who has mastered the skills of a profession to a sufficient degree but who has enclosed himself within that profession to the exclusion of most other related interests. He views life from the perspective of that profession, and his communications with those who do not share his specific interests are limited. He circumscribes his concerns by the boundaries of the subject matter, skills and perspectives of his profession.

In the realm of higher education, the development of a true professional is best accomplished by a liberal experience such as the one presented above to which then is added specific professional training. The intellectual and personal experiences of the undergraduate years should continue to underly specific professional pursuits.

Most students receive good professional training either in professional or graduate schools or in the business world. It is rare, therefore, for one to be liberally educated and not professionally trained. However, instances of individuals who have received good training in professional skills but lack a good liberal education are all too common. This is so because there is a tendency for undergraduate institutions to abandon their liberal educational focus and to attempt to duplicate the work of graduate schools. The result has been the continued rise of the technically competent individual whose life is defined by his professional skills and who lacks the qualities of a true professional.

A narrowly professional orientation to undergraduate teaching involves the replacement of development of intellect and personal development by the development of the skills of a discipline as the central aim of

undergraduate education. This includes such things as emphasis on practical relevance of subject matter for the future as opposed to personal relevance, contemplation of one's development as measured by the ability to perform certain specific tasks as opposed to contemplation of the development of the whole self and of basic intellectual development, and a tendency to view undergraduate education only as a step to the future rather than as a valuable experience in itself.

The above statements are in no way intended to demean the role of disciplines in undergraduate education. Disciplines offer important unities around which liberal concentrations may be organized. Moreover, skills as well as the liberal aspects of professionalism in a discipline can be developed successfully in disciplinary concentrations. However, the values of the concentration for the personal and intellectual development of the student should be its central purpose. Although this may slightly hinder the speed with which the future academician may acquire the necessary skills of the discipline, it will in the long run aid the development of true professionals.

2.4.2 Programs of Concentration: The student will devise, in consultation with an appropriate faculty member, a concentration program centered on a discipline or disciplines, problem or theme, or broad question. A written proposal presenting a statement on the major objectives of the concentration program and a list of the specific courses to be taken will be signed jointly by the student and faculty advisor, and submitted to the Committee on Concentrations for approval. The number and nature of courses comprising any proposed concentration program submitted to the Committee on Concentrations should be fully consistent with the objectives stated in the proposal. The faculty advisor for an approved concentration program will be responsible for meeting regularly with the student throughout the period of concentration to provide guidance as well as to assess, with the student, progress made toward attaining the goals embodied in the concentration program. This essential relationship will form a central feature in the terminal evaluation of a student's performance in concentration. (cf. Section 2.7 Student Evaluation and Academic Standing)

At the discretion of the Committee on Concentrations, minor changes in concentration programs may be arranged with the approval of the faculty advisor. Major alterations in concentration programs involving either changes

in courses or in faculty advisors will require the approval of the Committee.

Departments and interdepartmental groups of faculty may establish, subject to the approval and periodic review by the Committee on Concentrations, standard programs of concentration, thereby eliminating the need for individual approval. Faculty advisors designated by the departments and interdepartmental groups will serve in the guidance of students undertaking approved standard programs of concentration.

In the case of independent concentrations which overlap with areas of study covered by departmental or interdepartmental programs, the Committee on Concentrations shall inform the appropriate departmental officer(s) of all actions taken on submitted proposals. An active exchange of opinion between these components of the University is desirable from two viewpoints: First, a clear statement of the Committee's reasons for arriving at specific judgments should assist the departments and interdepartmental groups in the continuing evaluation of their standard concentration programs. Second, the comments transmitted by the departments and interdepartmental groups to the Committee on Concentrations should be of considerable value to its members in the review of future proposals.

2.5 University Courses

University Courses are intended to provide opportunities at a relatively advanced level of analytical competence for the student to achieve a wider perspective than may ordinarily be available in departmental offerings. In other words, University Courses should not center on the particular methodology or content of a single discipline, but should be designed instead to emphasize basic approaches to knowledge, the nature of central problems, and various modes of conceptualization and evaluation.

We do not wish to restrict the development of courses that might fulfill the aims set forth above by imposing rigid definitions on the University Course component in the curriculum. We suggest, however, that generally speaking University Courses would fall into one of the following categories:

(a) inter-disciplinary courses which explore relationships between two or more disciplines. Such courses might compare the methodologies of two or more disciplines, examine the implications of one or more disciplines for other disciplines, or study one discipline from the perspective of another.

(b) problem or theme-centered courses in which a given problem or set of problems is analyzed, utilizing perspectives of various disciplines and/or areas of knowledge.

(c) courses within a given discipline which relate the discipline to a broader historical context, or which seek to integrate elements of the discipline not commonly found in combination to provide a wider perspective on the discipline.

University Courses are similar to the Modes of Thought courses in that both attempt to replace the narrow focus on discipline and substitute a broader appreciation of diverse approaches to knowledge. University Courses, like Modes of Thought courses, originate with and reflect the interests of individual instructors, and should be retained in the curriculum only so long as these individuals desire to teach them.

University Courses are distinguished from Modes of Thought courses by a much more advanced level of analysis and, in some cases, by the presumption of familiarity on the part of the students with the methodology of a given discipline. Some University Courses obviously fall outside the confines of any discipline or department; such courses would stand, in relation to the rest of the curriculum, somewhat in the same place that is occupied by present University Courses. Other University Courses are just as clearly relevant to identifiable disciplines and/or departments, and could reasonably be included among departmental offerings. In either case prerequisites may be required at the discretion of the instructor.

What is necessary is not the reduction of all University Courses to uniformity, but rather the identification of University Courses as a distinct element in the curriculum, and the placement of such courses within a structure that is flexible enough to encourage the use of these courses for a variety of purposes. To these ends we recommend that all University Courses be separately listed as such in the Course Announcement; and when University Courses are included among departmental listings, that they be appropriately identified as being part of the University Course component of the curriculum.

It may reasonably be presumed that most students will take at least one, and pernaps several, University Courses during their career at Brown, not earlier than the sophomore year. Individually designed concentration programs might well draw heavily on University Course offerings. Departments which recommend concentration patterns to interested students might also include one or more University Courses. We do not feel, however, that there is any reason for prescribing a specified number of University Courses as requisite to graduation. The spirit of the experiment is to encourage opportunities for a type of educational experience that will be welcomed equally by students and faculty. Hopefully the University Courses will establish a place for themselves in the curriculum that will insure participation by a large number of both students and faculty.

We recommend the establishment of a Committee on University Courses, which would have the following functions:

(a) to encourage the development of University Courses

(b) to evaluate courses proposed as University Courses to determine whether they meet the qualifications set forth for such courses

(c) to supervise, through contact with student counsellors and by other appropriate means, the dissemination of information about University Courses

(d) to evaluate the program on a continuing basis to see whether it is fulfilling its purposes in the curriculum.

We suggest that one of the first items of business for this Committee should be an examination of the courses now offered in the curriculum which might be suitable as University Course offerings either as they stand or with minor modification. The Committee should also do everything possible to encourage the development of courses suitable for this purpose; to this end we recommend implementation of the Stultz Committee proposal that funds be made available for use as summer stipends for faculty members who wish to invest the considerable time required to prepare such new offerings.

The question of whether or not the Committee on University Courses should be given the responsibility of funding the University Course program as a separate entity remains open. If a sufficient number of University Courses cannot be created on the initiative of individuals and departments, separate funding of the program as a whole is probably inevitable. For individuals who may want to go outside the range of a given department in offering a University Course, it would probably be useful to provide an independent source of funds from the outset.

2.6 Independent Study

The Committee views independent study as a valuable part of undergraduate education and as an integral part of the curriculum. The Committee's statement of educational principles (Section 2.2) outlines as a part of intellectual development the "cultivation and expression of creativity," "developing a creative and imaginative intellectual curiosity," and "fostering a personal desire to learn." Personal growth is seen to include "an awareness of one's abilities, limitations, and potentialities." It is the belief of the Committee that independent study is an important part of these particular processes as well as a potential contributor to many of the other processes central to undergraduate education. For this reason, independent study, involving the creation on the part of students, with varying contributions on the part of professors, of a study directed toward a particular subject or problem, should be encouraged as a natural format for study.

The opportunities for individual independent study presently available are consistent with the intent of the Committee. The one change suggested by the Committee is that the number of independent study courses an individual may take (either in or out of the concentration) not be limited. This recommendation stems from the belief that any student who can benefit from independent study and who can develop such courses should not be arbitrarily restricted in the amount of independent study he pursues. Because it is hoped that independent study will become a major part of a normal course of study, it should be emphasized that such independent work, while under the supervision of a professor, need not require a significant amount of a professor's time and attention. The working relationship between student and professor in independent study will vary among individuals, but it should be clear that a tutorial arrangement is not a necessary part of independent study.

There are facets of independent study which the Committee thinks should be explored more fully. The opportunity for the student to expand upon his work in a particular course through independent work in adjunct to that course should be a standard option in the curriculum. The concept of "double-credit" courses is already an established part of the curriculum (although seldom used); the mechanism of independent study should be used to offer an optional "double-credit" opportunity for students especially interested in work in a particular course.

Another use of the independent study idea is the opportunity offered by group independent study. The chance for a group of students of similar interests to get together to study a particular subject or problem under the guidance of one or several faculty members should be a regular part of the curriculum. The organization of such group independent study could be carried out before the semester of study or in the first weeks of the semester. The mechanism for the approval of group independent study would be the same as that for individual independent study.

Another potentially valuable use of independent study involves its coordination within regularly offered courses - particularly in advanced departmental courses. It should be possible for departments and interdepartmental committees to provide courses which would consist of independent work by upper level concentrators centered on a few open lectures given by members of the department or committee. This would allow students to work independently, adding some structure and focus to their work to serve the needs of concentration and could be organized as group independent study (group discus ions and projects based around the lectures) or individual independent study (individual projects organized around the lectures).

2.7 Student Evaluation and Academic Standing

The maintenance of a detailed grading system such as is now in use at Brown, based on the recording of individual course grades and the calculation of academic averages which become a part of the student's permanent record, may be justified by any or all of the following reasons:

(a) It allows the student to evaluate his work in a given course.

(b) It induces the student to study harder in an environment of structured competition, thus preparing him to take his place as a member of a competitive society.

(c) It facilitates determination of the academic standing of the student and provides a convenient resume of the student's work at the time of application for admission to graduate or professional schools.

In light of its overall deliberations, however, the Committee takes exception to these several arguments on the following grounds:

(a) There are other, more satisfactory means available for in-course evaluation, relying upon fuller communication between instructor and student.

(b) With a properly motivated student body such as we have at Brown, grades as an inducement to study must be rejected as inconsistent with the principles established in Section 2.2 above. Moreover, while healthy competition is an integral part of university life, the kind of evaluation provided by grades is not truly reflective of the competitive pressures of society at large; nor is there reason to believe that useful competition would disappear as a result of even a radical modification of the existing grading system.

(c) It is possible to satisfy the requirement for a determination of the student's academic accomplishment, whether for the purposes of the university itself or for the evaluation of the student's capabilities for advanced study, by means which do not place primary emphasis on detailed grades.

Nevertheless, the Committee recognizes that the risks involved to the student who wants to enter graduate or professional school might be considerable were grades to be eliminated entirely at this time.

The Committee therefore recommends adoption of the following system.*

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*This is a variation of the plan recently proposed at Stanford University.

1. The student will take from 3 to 5 courses each semester. Four courses per semester will continue to be considered the "normal" course load.
2. All courses will be graded either on a Pass basis or on an A, B, C basis. All Modes of Thought courses will be graded on a Pass basis. Other courses may be designated as "Pass" courses for all students enrolled, on the initiative of the instructor. A student enrolled in a course designated by the instructor as an "A, B, C" course may opt to take the course as a "Pass" course. The student's option must be exercized before midsemester.
3. The student may withdraw from a course at any time, provided that he notifies the instructor of this intent. Courses from which a student withdraws, or which he does not complete satisfactorily, will not be entered in the student's official record.
4. A course may be left incomplete with the instructor's consent, and completed at a date agreed to by the instructor.
5. The student must satisfactorily complete at least six courses by the end of the first year, thirteen courses by the end of the second year, twenty courses by the end of the third year and twenty-eight courses

by the end of the fourth year.* Students who do not meet this requirement will have their cases referred to the Committee on Academic Standing for action, which may take the form of either warning or dismissal.

6. Transfer credits for courses taken at other institutions, either in this country or abroad, may be granted by the Committee on Academic Standing on the recommendation of a department or, in the case of courses in concentration, on the recommendation of the student's concentration advisor.

7. The student's performance in his concentration program will be evaluated either by his concentration advisor in consultation with other members of the faculty, as would generally be the case with independent concentrations, or by members of the student's department of concentration. This evaluation may be based in part on written comments by the student's instructors in concentration courses. It may also be based on the results of some kind of final project, such as an interpretive essay or written and/or oral examination, which the student undertakes in order to integrate the various elements of his

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*The Committee expects that this requirement will increase the flexibility of the curriculum without reducing the time normally spent by the student at the University.

concentration program into a coherent whole. Standardized comprehensive examinations are not an acceptable means for this evaluation. The evaluation of concentration should be sufficiently detailed to provide to both the student and the university a reliable assessment of the results of concentration.

The University will review this system after it has been in operation for two years, to determine whether it is possible to drop the grades A, B, C in light of the experience gained at Brown and possible developments at other institutions in the interim.

3. REQUIREMENTS FOR THE BACHELOR'S DEGREE

3.1 Twenty-eight courses must be completed satisfactorily by all candidates for baccalaureate degrees (note: summer school courses may not be included in the total of twenty-eight courses to be passed).

3.2 Not less than five nor more than seven Modes of Thought courses must be satisfactorily completed by all candidates for baccalaureate degrees. At least one of these courses must be in each of the following four areas: Humanities, Social Studies, Natural Sciences, Formal Thought. These courses shall be taken as early as possible but not later than the sophomore year.

Until such time as the University offers a sufficient number of Modes of Thought courses, two courses from the list of present distribution courses may be substituted in the same area for each Modes of Thought course.

3.3 All courses in the concentration program and the concentration evaluation must be completed satisfactorily.

3.4 Language Requirements:

3.4.1 English Requirement. This requirement shall be the same as in the present curriculum until the Committee makes a recommendation.

3.4.2 Foreign Language. The requirement for a foreign language shall be the same as in the present curriculum until the Committee makes a recommendation.

3.5 The candidate for a baccalaureate degree must complete at least 2 years in residence. During this time he must spend sufficient time in concentration studies to permit faculty evaluation of his concentration.

3.6 The physical education and swimming requirements shall be the same as at present until further recommendations are made.

3.7 Candidates for the Bachelor of Science degree must complete concentration requirements as stated for the appropriate departments.

4. RECOMMENDATIONS FOR ACTION BY THE FACULTY

The Special Committee on Educational Principles recommends to the faculty of Brown University:

4.1 to endorse in principle the statement on undergraduate education in Section 2.2.

4.2 to start offering in the academic year 1969/70 Modes of Thought courses as described in Section 2.3.

4.3 to institute concentration programs as described in Section 2.4.

4.4 to replace, starting in the academic year 1969/70, the present grading system by the system described in Section 2.7.

4.5 to recommend to the Board of Fellows the new requirements for the baccalaureate degrees of Section 3.

5. RECOMMENDATIONS FOR IMPLEMENTATION

The Special Committee on Educational Principles recommends that the Committee on the Curriculum:

5.1 establish a committee on Modes of Thought courses as described in Section 2.3.

5.2 establish a subcommittee on concentration programs.

5.3 revise the mechanism for approving independent study courses.

5.4 establish a subcommittee for University Courses as described in Section 2.5.

6. APOLOGIA

The members of the Committee are keenly aware that we have been dealing with critical and complex issues in a time of change and stress. At several points in the discussions that led to the proposals set forth above we have had to reconcile differences of opinion with respect to our understanding of certain of the terms we have used. Words, we know, are often treacherous things, vehicles of confusion and contention, agents of subterfuge; and we are imprisoned by them, held in solitary confinement, for nothing is more intensely and stubbornly personal than language. The curricular principles that we have recommended reflect common convictions concerning the role of education in our society. We recognize, however, that these principles have little meaning apart from the structures that are intended to facilitate their realization. And we know that ultimately the meaning of this whole enterprise will be determined by the uses to which these principles and structures are put.

APPENDIX

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BROWN UNIVERSITY
Providence, Rhode Island • 02912

RECEIVED
DEC 3 1968
P. F. MAEDER

3 December 1968

Professor Paul F. Maeder
University Hall

Dear Professor Maeder:

I am writing to ask you to serve as Chairman of a special committee of faculty members and students to examine the educational philosophy underlying the undergraduate curriculum at Brown University, and to make recommendations concerning this philosophy through the Committee on the Curriculum to the faculty as a whole and to the Board of Fellows.

The task of this committee is of fundamental importance to the University. I do not wish to prejudge the work of the committee, but it seems to me evident that enough discussion has already taken place in the student body, the Committee on the Curriculum, and the sub-committee chaired by Professor Newell Stultz to indicate that a thorough reexamination and redefinition of curricular philosophy is needed at this time. I hope, therefore, that the committee will be able to introduce a proposed statement of curricular philosophy in time for faculty action before the end of this academic year. In addition, the committee should recommend specific techniques of implementing the basic philosophy it proposes.

The committee should take into consideration in its deliberations the recommendations of the Stultz sub-committee and of the student critique of the Brown curriculum (The "Magaziner-Maxwell" report). But I wish to stress that its charge does not limit it to consideration of these recommendations. The task of the committee is to recommend a basic philosophy for the undergraduate curriculum which in the committee's own judgment is sound, coherent, and feasible for Brown University.

I hope that you will be able to accept this assignment. Whatever stenographic and other assistance the committee needs will be provided.

Sincerely yours,

Ray L. Heffner

Membership of Subcommittees

Subcommittee on Purposes of the University:

Prof. J. B. Grieder, Chairman
Mr. R. D. Friedel
Miss S. Y. Friedman

Subcommittee on Purpose of Undergraduate Education:

Mr. R. D. Friedel, Chairman
Dean F. D. Eckelmann
Mr. I. C. Magaziner
Prof. W. C. Quevedo, Jr.

Subcommittee on Freshman Year:

Prof. W. C. Quevedo, Jr., Chairman
Mr. R. E. Dewar
Dean F. D. Eckelmann
Miss S. Y. Friedman
Prof. G. Storzer

Subcommittee on Concentration:

Dean F. D. Eckelmann, Chairman
Mr. R. D. Friedel
Miss S. Y. Friedman
Prof. R. Kuhn

Subcommittee on University Courses:

Prof. J. B. Grieder, Chairman
Mr. R. D. Friedel
Prof. P. E. Leis
Mr. J. G. Roberts

BROWN UNIVERSITY *Providence, Rhode Island • 02912*

ASSOCIATE PROVOST

January 13, 1969

Dear Colleague:

The Special Committee on Curricular Philosophy is charged with developing a concise statement of educational principles of Brown University and with proposing curriculum changes to achieve the educational goals as set by these principles. The Committee has been asked to have recommendations ready for action by the Curriculum Committee and the faculty in this academic year. Therefore, it will have to proceed with its deliberations at a rapid pace.

It is of paramount importance to the work of the Committee that it be fully informed on opinions held by individual faculty members, as well as of the collective views of the various departmental groupings. Therefore, I am asking you to contribute to these deliberations by sending me your comments in writing on such matters as statement of educational principles, curricular philosophy, and curricular structure for Brown University.

Comments will be reviewed carefully by the entire Committee. The Committee may also ask some faculty members to make additional presentations to the Committee at one of its meetings.

As announced in the last Faculty Meeting, the Committee meets in open session every Thursday at 2:10 p.m. in the Corporation Room. The audience in such open sessions does not participate in the Committee's deliberations and will not interfere with the Committee's work.

Thanking you for your cooperation,

Sincerely yours,

Paul Maeder

P. F. Maeder
Chairman, Special Committee
on Curricular Philosophy

PFM/ja
69/10

R-OFFICE
ORANDUM

BROWN UNIVERSITY

DATE February 3, 1969

TO: Department Chairmen

FROM: P. F. Maeder

SUBJECT: Minutes of the Special Committee on Curricular Philosophy

The Special Committee on Curricular Philosophy would like to make available the minutes of its meetings to departmental committees who are engaged in the study of departmental curricula.

If such a committee is in existence in your Department, would you please let me have the name of its chairman as soon as possible so that I can make the necessary arrangements.

P. F. Maeder, Chairman
Special Committee on
Curricular Philosophy

PFM/ja
69/53

INTER-OFFICE
MEMORANDUM

BROWN UNIVERSITY

DATE February 10, 19

TO: Department Chairmen

FROM: P. F. Maeder

SUBJECT: Visits of Members of the Special Committee on Curricular Philosophy with Departmental Meetings

As mentioned at the last Faculty Meeting, the members of the Special Committee on Curricular Philosophy would like to meet with groups of faculty at their departmental meetings to discuss the work of the Committee.

If you feel that such a visit would be advisable, would you please let us have the time and place of your departmental meeting at which you would like the delegates from the Committee to be present.

P. F. Maeder
Chairman, Special Committee
on Curricular Philosophy

PFM/ja
69/66

BROWN UNIVERSITY *Providence, Rhode Island • 02912*

ASSOCIATE PROVOST

March 10, 1969

Dear Colleague:

Enclosed are drafts of two statements which were worked up by the Special Committee on Curricular Philosophy. The Committee feels that distribution of these statements, even though they are still in rough form, may serve as background for some of the discussions that are going on now within our faculty. The statements may also be useful in the meetings that members of our Committee have with various departmental faculty groups.

Sincerely yours,

P. F. Maeder
Chairman, Special Committee
on Curricular Philosophy

PFM/ja
69/120

Encl.

Mailing List for Minutes

Admission Office, Brown, (Mr. Rogers)

Applied Mathematics Division (Prof. Davis)

Art Department (Prof. Schulz)

Bibliography (Prof. Jonah)

Biological & Medical Sciences Division (Profs. Cohen, Ellis, Goss, VanLancker)

Brown Daily Herald

Classics Department (Prof. Putnam)

Economics Department (Prof. Chinitz)

Education Department (Prof. Archambault)

Engineering Division (Prof. Weiner)

English Department (Prof. Monteiro)

French Department (Prof. Ahearn)

Geological Sciences Department (Prof. Laporte)

History Department (Prof. Rohr)

Linguistics Department (Prof. Francis)

Mathematics Department (Prof. Harris)

Music Department (Prof. Nelson)

Naval Science Department (Com. McEnery)

Pembroke Record

Physics Department (Prof. Houghton)

Psychology Department (Prof. Blough)

Slavic Languages Department (Prof. Winner)

Sociology & Anthropology Department (Prof. Taub)

Spanish & Italian Department (Prof. Trueblood)

University Course (Prof. Morgan)

List of Departmental Meetings

Department	Committee Representatives
AAUP	Messrs. Friedel, Grieder, Kuhn, Maeder, Miss Friedman
Applied Mathematics	Messrs. Eckelmann, Friedel, Quevedo
Classics	Messrs. Friedel, Kuhn, Maeder, Miss Lowney
Economics	Messrs. Grieder, Maeder, Miss Friedman
Engineering	Messrs. Maeder, Quevedo, Miss Friedman
English	Messrs. Grieder, Maeder, Miss Friedman
French	Mr. Kuhn
Geological Sciences	Messrs. Kuhn, Maeder, Miss Friedman
German	Messrs. Eckelmann, Friedel, Quevedo
History	Messrs. Friedel, Grieder, Miss Lowney
Mathematics	Messrs. Eckelmann, Grieder, Miss Friedman
Music	Messrs. Kuhn, Magaziner
Physics	Messrs. Friedel, Maeder, Quevedo
Political Science	Messrs. Kuhn, Maeder, Miss Friedman
Psychology	Messrs. Magaziner, Quevedo
Religious Studies	Messrs. Friedel, Grieder, Miss Lowney
Sociology & Anthropology	Messrs. Friedel, Quevedo, Miss Lowney
Spanish & Italian	Messrs. Eckelmann, Grieder, Magaziner